Purpose of Workshop

Using the *Participatory Governance: Decision-Making and Committee Handbook:*

- Describe the relationships, roles, responsibilities, and authority of SLOCCCD committees and stakeholder groups.
- Review the processes for moving ideas, plans, and policies through the participatory governance structure at SLOCCCD.
- Discuss committee responsibilities, functions, and best practices.
Participatory Governance

What is it?
Processes to ensure participation by faculty, staff, administrators, and students in decision-making

How is it done?
Infrastructure of committees convened to brainstorm, hear input from constituents, and develop recommendations

Where do the recommendations go?
To the individual or group that has decision-making authority....Board, CEO, CIO, CSSO, etc.
Role of Faculty in Decision Making

Board of Trustees agrees:

• In compliance with Title 5, to rely primarily on or reach mutual agreement with the Academic Senate on specific academic and professional matters.

• Faculty will be appointed to serve on district committees dealing with those academic and professional matters.

• These representatives are to be appointed by the Academic Senate in consultation with the Superintendent/President.

• While in the process of consulting collegially, the Academic Senate retains the right to appear before the Board to present views, recommendations, and/or proposals of the Senate.
Role of Administrators in Decision Making

Provide leadership in annual and long-range planning, evaluation of outcomes, improvement of planning, programming, and operations; and establish district goals and monitor progress toward these goals by insuring that educational, fiscal, and facilities plans are developed for Board action and implemented following such action;

Direct, coordinate and provide overall leadership for all the programs of the District, including curriculum, instruction, finance, business administration, resource development, maintenance and operations, student services, personnel administration and employer/employee relations;
Role of Administrators in Decision Making

The role of administrators in making decisions in the district is determined by the scope of responsibility and authority delegated to administrative positions through their job descriptions.

Examples from job description for the Superintendent/President ...

- Provide leadership for academic excellence and student success;
- Administer the instructional, student services, and business affairs of the District;
Role of Staff in Decision Making

Board of Trustees agrees:

- Staff will be provided opportunities to participate in the formulation and development of district policies and procedures that have or will have a significant effect on staff.

- Participation will be facilitated primarily through the district’s committee and council structure which is constituted to be representative of all employee segments and job classifications.
Role of Staff in Decision Making

Board of Trustees agrees... (Continued)

• Staff will be appointed to committees, task forces, or other groups by the Superintendent/President in consultation with staff groups that have been officially recognized as requiring participation.
Role of Students in Decision Making

Board of Trustees ...

- Recognizes the Associated Students of Cuesta College as the representative body of students to offer opinions and make recommendations with regard to policies and procedures that have or will have a significant effect on students.

- Agrees that student participation will be facilitated by the appointment of student representatives to serve within the district’s committee and council structure.
Role of Students in Decision Making

Board of Trustees ... (continued)

• Student representatives shall be appointed to
district committees, task forces, or other
governance groups cooperatively by the
Superintendent/President and the Associated
Students of Cuesta College.
What is the purpose of committees?

Working together at your tables talk about what you think is the purpose of committees.
What is the purpose of committees?

The committee structure of the SLOCCCD is grounded by the college’s mission, vision and values, and is focused on achieving institutional effectiveness and student success.

The committee structure also supports the institutional process of reflective dialogue, and the foundation of the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC).

“that if an institution is to ensure that its resources and processes support student learning and its continuous assessment, as well as the pursuit of institutional excellence and improvement, an ‘ongoing, self-reflective dialogue’ must become central to institutional processes.”
Committee Structure (Big Picture)

SLOCCCD Participatory Governance Communication Structure
“Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies” (Standard IV 3).

Board of Trustees

Superintendent/President

Central Committees
College Council
Planning & Budget

Academic Senate*
Senate President to report 10+1 matters to Board of Trustees with the support of the Office of the President.
Subcommittees:
Student Learning
Outcomes and Assessment
Institutional Tenure
Review
Curriculum
Equivalency
Faculty Professional Development
Faculty Service Area
Sabbatical Leave
Book of the Year

Representative Committees*
Academic Senate
Associated Students of Cuesta College
Cuesta College
Classified United Employees
Cuesta College Federation of Teachers
Cuesta College Management Senate

Content Committees
Accreditation
Steering
Cultural Diversity and Student Equity
Distance Education
Enrollment
Management
Institutional Program, Plan and Review
Institutional Research
Strategic Planning
Student Support and Success
Technology

Standing Committees
Benefits
Campus Safety and Environmental
District Calendar
Financial Aid
Learning
Communities
Management
Professional Development
Nursing Selection
Program for Assisting Student-Athlete Success
Reentry Program
Staff Professional Development
Wellness

*Academic Senate and Representative Committee members assigned to Central, Content or Standing Committees are responsible for reporting meeting outcomes to their group members.
Board of Trustees - Responsibilities

- “develops policies that establish the general direction of the college’s programs and services, quality standards, and legal, ethical and prudent parameters for college operations”
- “monitors performance of the institution to ensure that it is meeting current community needs and anticipating future trends”
- “monitors adherence to the legal, ethical and prudent expectations defined in policy related to college operations”

Acts upon recommendations made by the Superintendent/President and/or the Academic Senate President, in areas upon which the faculty is to be relied primarily.
Central Committees

College Council & Planning and Budget

- Represent broad perspective, vision, and impact.
- As they make recommendations these committees work with the college’s mission, vision, values, and district-wide operational plans and institutional goals and objectives in mind.
- Have final authority over specified district-wide matters unless otherwise prescribed by Educational Code, Collective Bargaining Agreements or other legally binding statutes.
- Are advisory to other committees, such as the Superintendent/President and/or the Board.
College Council - Responsibilities

• Advisory group to the Superintendent/President for Board Policies, District Procedures and College goals, plans and priorities.
• Acts as a two-way communication vehicle for recommendations and proposals that come through the participatory governance system and serves as a clearinghouse for information.

Makes final recommendations to the Superintendent/President (to review and use to make recommendations to the Board of Trustees) on college-wide issues that have significant institutional impact.
College Council - Responsibilities

• Development of and/or revisions to existing college-wide committees.
• Annual Faculty Hiring Prioritization.
• New Program Development Recommendations.
• Program Revitalization, Suspension, and/or Discontinuance Recommendations.
• Serve as the participatory governance "umbrella" committee over the standing governance committees.
Planning & Budget - Responsibilities

• Ensures that the district’s budget supports the mission and institutional goals and objectives and supports integrated planning.
• Coordinates annual planning activities ensuring broad participation from the College community and monitors the implementation of the Educational Master Plan and Facilities Plan.
• Oversees the development and review of the annual operating budget.

Makes final recommendations to the Superintendent/President (to review and use to make recommendations to the Board of Trustees) on budget and institutional planning items.
Planning & Budget - Responsibilities

• Additions to the College goals and priorities established by the Board of Trustees
• Budget income and expenditure assumptions while they are being developed.
• Expenditure options for addressing shortfalls.
• The proposed final budget including any modifications that were made based on funding changes.
• Augmentations and shortfalls that occur during the year that may impact commitments and/or unmet needs.
• Levels of funding for faculty positions, classified/management positions, instructional and non-instructional equipment, capital outlay projects, etc. as developed by Cabinet, College Council, or other designated groups.
Content Committees

• More narrowly focused, in terms of content, than the central committees.
• Serve to inform the work of central committees by providing their expertise in matters that have district-wide or specific stakeholder impact.

Accreditation Steering | Cultural Diversity and Student Equity
Distance Education | District Calendar
Enrollment Management | Institutional Effectiveness
Institutional Program, Plan and Review | Strategic Planning
Student Support and Success | Technology
Standing Committees

• Standing committees serve a variety of functions across the district, but are most likely department or function specific, such as the Financial Aid Committee or the Wellness Committee.

• Standing Committees may serve a specialized role in supporting negotiated elements of the Collective Bargaining Agreements, such as the Benefits Committee or the District Calendar Committee.
Representative Committees

- Represent a specific stakeholder group.
- Work within the totality of the committee structure, but are often directed by agreements beyond the committee structure itself, e.g. a Collective Bargain Agreement.
Subcommittees, Working Groups & Taskforces

• Ad hoc Subcommittees or Groups
  • composed of committee and/or non-committee members.
  • directed by the larger committee and are brought together to focus on specific tasks.

• Task Forces
  • temporary groups of people formed to carry out a specific task or project, or to solve a problem.
  • when their work ends, so do they.
Decision-Making Scenario

• The new Cuesta College Grant Writer is suggesting that the college apply for a Title 3 grant.
• How would the college come to a final decision and what role would the different groups and committees play in making this decision?

Title 3 programs help eligible Institutions of higher education to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions.

Funds may be used for planning, faculty development, and establishing endowment funds. Administrative management, and the development and improvement of academic programs also are supported. Other projects include joint use of instructional facilities, construction and maintenance, and student service programs designed to improve academic success, including innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction.
The diagram below outlines the process SLOCCCD uses for making district-wide decisions.

**Stage 1:** Initiator presents new idea or proposed change that would have district-wide impact to the co-chairs of the College Council to be agendized. If a proposal is submitted to the College Council co-chairs that falls under the purview of Academic Senate or is an item subject to collective bargaining, the co-chairs will direct the initiator to the appropriate stakeholder group.

- This process does not supersede AP 2410, “Board Policies and Administrative Procedures.”
- Items that are negotiable or that fall under the Academic Senate’s purview should be initiated with the union(s) or the Academic Senate respectively. If not, the co-chairs will recommend the appropriate stakeholder group.
- Items that may have “significant effect on students” as defined in Title 5 §51023.7 shall follow BP 2305, III.B.
- College Council will review and discuss item to determine institutional impact and any potential consequences.
- College Council may appoint an ad hoc group from College Council to investigate institutional impacts if needed.
- Items don’t move to stage two without consent of College Council.

**Stage 2:**

**Recommended**

Central Committees

- Submit initial draft proposal, plan, idea or BP/AP to appropriate Central Committee(s) for dialogue, review and feedback; and
- Submit to appropriate Representative Stakeholder Group(s) and/or Content Committees if necessary.

**Stage 3:**

**Dialogue, Review and Feedback**

Central, Content, Standing Committee(s) and/or Stakeholder Group(s)

- Submit the reviewed draft proposal, plan, or BP/AP to College Council and/or Planning and Budget Committee for final recommendation. See narrative for Central Committee purview of final recommendations.
- If proposal, plan, elements of a proposal or plan, or BP/AP is a “rely primarily” or “mutually agreed to” item as stipulated in BP 2305, Academic Senate will submit to College Council and/or Planning and Budget as an information item.
- Submit recommendation, including minority report (if any), to the Superintendent/President to review and use to make recommendations to the Board of Trustees.

**Stage 4:**

**Approve and / or Recommend**

Superintendent/President or Academic Senate

- Superintendent/President can request additional information on a recommendation and then either accept or decline the recommendation.
- The Superintendent /President should clarify in writing in the event he or she does not accept the recommendation.
- The Superintendent/President or Academic Senate President will present the recommendation to the Board of Trustees for approval.
- The Academic Senate will forward proposals to the Board of Trustees that are “rely primarily” directly as stipulated in BP 2305.

**Stage 5:**

**Approve**

Board of Trustees

- The Board of Trustees can request additional information on recommendation and then either accept or decline the recommendation.
- The Board of Trustees should clarify in writing in the event the recommendation is not accepted.
Committee Relationships & Workflow

STAKEHOLDER GROUPS:
In addition to serving their collective groups, Stakeholder Group leaders appoint members to serve on content and central committees to represent their respective constituency group. Appointment underscores the important responsibility members have to interface with assigned Content and Central Committees by attending committee meetings and reporting back to their particular Stakeholder Group.

Academic Senate Council*
Associated Students of Cuesta College
Cuesta College Classified United Employees
Cuesta College Federation of Teachers
Management Senate
Superintendent/President’s Cabinet

*BP 2305 establishes that the District must rely primarily upon the Academic Senate on specific academic and professional items and establishes areas where the District shall reach mutual agreement with the Academic Senate by resolution, regulation, or policy.
Committee Responsibilities, Functions, & Best Practices

- Mission/Purpose and Initiatives
- Role and responsibilities of the chair/co-chair
- Role responsibilities of committee members
- Running and effective meeting

Many Hands Lighten The Load...Where Could You Help?
Committee’s Mission/Purpose & Initiatives

WHAT IS YOUR MISSION?

Responsibilities defined in the Integrated Planning Manual/Strategic Plan
Role and Responsibility of Chair/Co-chair(s)

- Conduct committee member orientation which includes integrated planning
- Establish ground rules
  - Behaviors
  - Decision making
- Create calendar/timeline for committee work
- Develop and distribute agendas
- Run/facilitate meetings
- Conduct committee evaluations
- Ask for help:
  - Facilitator
  - Minutes taker
Role and Responsibility of Chair/Co-chair(s)

- Leads by example
- Is fully informed and ensures all members have the information they need to make informed decision and take part in discussion.
- Is a consensus builder.
- Understands and is committed to the mission, goals, and values of the college.
Role and Responsibility of Committee Members

• Attend all meetings or send a substitute as needed.
• Come to meetings prepared to participate.
• Read the agenda and the materials thoroughly in advance of the meeting.

• **COMMUNICATION:** Reports back to the constituent group or other group the information discussed and actions taken in the committee.

• Listens respectfully to all participants during meetings and actively contributes to the meeting.
• Serves on task forces and workgroups.
Running an Effective Meeting
Running an Effective Meeting

• Start and end on time.
• Stay on topic.
• Encourage participation and engagement of all members.
• Allow time for valuable discussion.
• Take your own notes.
• At the end of the meeting, note what was accomplished, what remains to be done, and what subsequent actions are to be taken by the committee members.
How Discussion/Voting will Occur
Agendas

- Have a clear purpose for the meeting.
- Have an outcome for each agenda item.
- Don’t cram too much into one meeting.
- Include intervals of time for each item.
- Check old minutes for outstanding issues.
- Be aware of processes that occur at specific times (Integrated Planning Manual & Calendar).
- Ask committee members for agenda items.
- Distribute the agenda and necessary material at least 48 hours in advance.

"Psst, Senator, not that one — that's your hidden agenda!"
Sample Agenda – What to Include

Committee Description:

Committee members:

<table>
<thead>
<tr>
<th>Member 1</th>
<th>Member 2</th>
<th>Member 3</th>
<th>Member 4</th>
<th>Member 5</th>
<th>Member 6</th>
<th>Member 7</th>
</tr>
</thead>
</table>

Committee Goals:

<table>
<thead>
<tr>
<th>ACCJC Standard(s)</th>
<th>In Progress</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2)</td>
</tr>
</tbody>
</table>

AGENDA ITEMS | WHO | TIME |
-------------|-----|------|
1. Approval of agenda | All | 5 min. |
2. Approval of minutes |       |      |
3. Business Item One |       |      |
    Description: |
    Proposed Outcome:

(Indicate which committee goals and ACCJC standards items relates to)

INFORMATION ITEMS
1. Information items are not for action

REPORTS
1. 

FUTURE AGENDA ITEMS
1. 

Next Meeting Date | Time | Location
Minutes

• If your committee does not have an official recorder, designate a committee member to take minutes

• Include:
  • A list of members present, members absent, and guests present.
  • Summary of decisions or actions taken on all items, who is responsible and when.
  • Summaries of reports given.
  • Progress on achieving the committee’s goals.
Quorum

- A quorum is 50% +1 of your membership.
- Substitutes sent by a member count towards the quorum.
- Votes by a substitute are counted if the chair has been notified prior to the meeting.
Welcome to Cuesta's SharePoint Site

During Fall semester we are doing a pilot project of SharePoint with 7 committees: Accreditation, Academic Senate, Planning & Budget, Institutional Effectiveness, Strategic Planning, College Council and Enrollment Management. The goal of this implementation is to provide a site for committees to share documents and use the tool to make evidence gathering and reporting to ACCJC standards easier.

Employee Announcements

There are currently no active announcements.
Integrated Planning
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
Model of Integrated Planning

MISSION

DATA ANALYSIS
To identify current and anticipated challenges

Long Term Planning
---
Educational Master Plan → Facilities Master Plan

Strategic Plan
---
Institutional Program Planning & Review
Operational Plans

ANNUAL DATA ANALYSIS TO ASSESS:
- Program Effectiveness
- Plan Effectiveness

RESOURCE ALLOCATION

IMPLEMENT THE PLANS

FIGURE 1: The San Luis Obispo County Community College District Model of Integrated Planning depicts how the components in district planning processes connect to the mission and link to one another in a cycle of evaluation, development of challenges, goals and objectives, resource allocation, plan implementation, and re-evaluation.
• Specific tasks to be accomplished;
• Processes by which decisions/recommendations will be developed;
• Timeline for each task;
• Individuals or groups responsible for completing the tasks; and
• Individuals or groups that will receive the recommendations and render final decisions.
Integrated Planning Calendar
Questions